



School Improvement Framework 2.0

Strand I
Teaching for Learning



Standard 1 Curriculum



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Standard 1 - Curriculum

A. Alignment

- The written curriculum references Michigan's standards as adopted by the State Board of Education.
- The school's enacted curriculum is aligned to the district's intended curriculum to ensure vertical and horizontal alignment by grade levels and courses.
- Curriculum documents include guidance for accommodations and modifications for all learners.
- A systematic and documented process is used to collaboratively review the school's written curriculum for alignment to state standards and district curriculum.

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B. Coherence

- Curriculum is clearly communicated to stakeholders (students, staff, families, community members, partnering agencies) in a manner they can understand.
- All instructional staff have a deep and shared understanding of the standards they are to teach, and how they connect to other grades/subjects.
- Student learning outcomes are well-defined, monitored, and measured.
- Instructional staff develops and implements lessons based on the curriculum; these lessons reflect high expectations for all students.
- Instructional staff engages in regular discussions of student learning expectations, both horizontally (with colleagues in their grades or subjects) and vertically (across grades).

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C. Instructional Design

- Instruction is collaboratively planned to align to the district's written curriculum.
- Instruction is designed to align with student learning needs that have been identified through the use of universal screening/formative assessments.
- Instruction is designed to incorporate appropriate formative and summative assessments, research-based practices and rigorous thinking.
- Instruction is designed to meet the learning needs of all students.
- Instruction is designed to utilize multiple resources, appropriate technology integration, and areas of student interest to enhance instruction.

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D. Effective Instructional Practices

- Instructional delivery incorporates a variety of research-based instructional practices that are implemented and monitored for fidelity and effectiveness.
- Instruction engages students in higher levels of cognitive thinking, leading to greater depth of knowledge.
- Instruction ensures that students are engaged in applications and transfer of their learning beyond the classroom.
- Teachers exhibit instructional flexibility and responsiveness that allows for timely adjustments to instruction based on student needs.
- A system of interventions is in place for all students, including developing and advanced students.
- Instruction integrates appropriate technology in order to enhance delivery and engage students.

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E. Learning Environment

- The school culture is one of high academic expectations for all.
- High expectations for students are accompanied by appropriate academic and social-emotional support structures and safe environments that encourage positive risk-taking.
- Classroom management, use of space, procedures, and scheduling ensure the maximum amount of time for instruction and learning.
- School and classroom behavioral expectations are communicated to staff, students and families and enforced consistently to support student success.

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F. Reflection

- Instructional staff collaborates to review, reflect on, and refine their instructional practices based on multiple assessments such as formative and/or benchmark assessments, observations and student work.
- Instructional staff reflects on the effectiveness of the instructional design, appropriateness of resources, and research-based strategies, and makes necessary adjustments.
- Feedback from students is solicited and reflected upon in order to improve the learning environment to support student success.

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G. Assessment System

- The school implements a balanced assessment system and ensures that summative and ongoing formative assessments are aligned to curriculum and instruction.
- District, school, and classroom assessments are vertically and horizontally aligned for coherence across grades and content areas.
- Classroom assessments are designed to be developmentally appropriate.
- Classroom assessments are aligned to the depth of knowledge required to demonstrate proficiency with standards.
- Instructional staff has access to assessment data on a continual basis.
- Assessments support the school's system of interventions.

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H. Shared Understanding

- All instructional staff can communicate the appropriate purposes and uses of assessment.
- Assessment results are shared and discussed with instructional staff in a timely manner and useful format.
- Reports of student data are communicated to students and families in a manner that they can understand.

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Standard 3 - Assessment

- I. Data Analysis and Decision-Making
 - Instructional staff uses an intentional, structured process to use academic and non-academic data to inform instructional decisions.
 - Instructional staff uses a combination of student achievement, demographic, process and perception data over time to make informed instructional decisions to meet individual student needs.
 - Instructional staff collaboratively analyzes assessment data to reach a shared understanding and make changes to instructional practice.
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Standard 3 - Assessment

- J. Student Involvement in the Assessment Process
- Students understand the criteria and expectations for demonstrating their learning.
 - Students receive descriptive feedback based on their performance, as well as guidance on how to improve.
 - Students are taught how to self-assess and plan for improvement.
 - Students learn to track and use their own achievement data and related feedback to monitor, evaluate, and reflect on how to improve their own performance.

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Standard 4 - Instructional Leadership

K. A Vision for Learning

- School leaders collaboratively create and communicate a shared vision for learning aligned to the district vision.
- The school's mission and school improvement goals are aligned with the vision for learning.
- The vision includes high expectations of learning for students and staff.
- The vision is understood and supported by students, staff, families and community members.

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Standard 4 - Instructional Leadership

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Standard 4 - Instructional Leadership

- L. Guidance and Support for Teaching and Learning
- The improvement process needed to achieve the vision, mission and goals is facilitated by school leaders.
 - School leaders are knowledgeable about Michigan's standards and the implications for teaching and learning.
 - School leaders are knowledgeable about research in the areas of curriculum, instruction and assessment practices.
 - School leaders identify, support and facilitate professional learning to develop the capacity for all instructional staff to fully understand the curriculum content, research-based instructional practices and quality assessment practices.
 - School leaders monitor and provide feedback within the school, and to the district, about the implementation of curriculum, assessment, and instructional practices.

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M. Results – Focused

- School leaders use data and research to drive decisions and measure progress toward school improvement goals.
- Multiple sources of data are used by school leaders to monitor and evaluate programs and practices for effectiveness.
- School leaders use data to hold themselves and others accountable for progress.
- School leaders support the process/system that allows teams to delve into the implications of data.
- School leaders guide and facilitate a well-defined process to periodically collect, analyze, review and report the results of student assessments.

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- Multiple sources of data are used by school leaders to monitor and evaluate programs and practices for effectiveness.
- School leaders use data to hold themselves and others accountable for progress.
- School leaders support the process/system that allows teams to delve into the implications of data.
- School leaders guide and facilitate a well-defined process to periodically collect, analyze, review and report the results of student assessments.

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Standard 4 - Instructional Leadership

M. Results – Focused

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Standard 4 - Instructional Leadership

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Strand II
Leadership for Learning



Standard 5 A Culture for Learning



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Standard 5 - A Culture for Learning

N. Safe and Supportive Environment

- School leaders work to intentionally develop relationships that model respect, trust, collaboration and high expectations for all.
- School leaders and staff collaboratively create a safe and supportive learning environment through established safety and behavior expectations for staff and students.
- Staff models a healthy school climate, including social, emotional, and physical health that is desired for students.
- Students in crisis, students at risk of dropping out, and others who require intensive assistance are identified and linked to appropriate support in a timely manner.
- Positive risk-taking by staff and students to achieve established goals is modeled and supported by school leaders.

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Standard 5 - A Culture for Learning

- O. Shared Leadership for Learning
 - Leadership teams are committed to improving student learning and implementing the mission and goals of the school through on-going inquiry and reflection.
 - All staff have the opportunity for leadership roles within the school.
 - Potential successors for leadership positions are identified and provided on-going learning opportunities to advance their leadership skills.
 - School leaders support the development of collegial relationships and high performing teams.
 - Opportunities are provided for students, family and community members to develop leadership capacity and assume leadership responsibilities.

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Standard 6 - Organizational Management

P. Communication Systems

- School leaders plan, implement, and continuously improve communication systems to inform, engage, and gather input from students, instructional staff, families and the community.
- School leaders utilize a variety of appropriate communication tools and approaches.
- School leaders implement communication systems that address diversity in language and culture.
- The concerns, requests, and needs of stakeholders are addressed by school leaders in a timely and professional manner.

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Q. Intentional Practices

- There is a building-wide decision-making process with protocols that is shared and understood by stakeholders.
- Working collaboratively, school leaders develop, implement, monitor and evaluate a well-articulated school improvement plan aligned to the established vision, mission and school needs.
- School leaders ensure that the school improvement plan drives school-level processes, practices, and classroom activities.
- School leaders effectively manage systems and address barriers to optimize student success (e.g., data system, interventions, transportation, lunch program, volunteers, parent/family organizations, etc.).

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Standard 6 - Organizational Management

R. Resource Allocation

- Multiple sources of data are used by school leaders to prioritize resource allocations.
- Working within district guidelines, school administrators identify, assign, promote and retain those with qualifications and proven results in serving the school's mission.
- School leaders seek, coordinate, and intentionally use resources (e.g., budget, staff, time) that align with and support the school improvement plan.
- Students with high needs are a priority when budget and resource allocation decisions are made.
- School leaders ensure ongoing communication between the school and district, as well as within the school, regarding the need for, availability and allocation of resources.

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Standard 7 - Professional Learning Culture

S. Collaborative Teams

- A collaborative culture exists in which instructional staff supports each other through feedback and coaching to implement new learning to increase student achievement.
- Structures and systems are in place for collaborative planning time for learning teams.
- Teams utilize protocols and collaboration time effectively.
- Instructional staff collaborates regularly to analyze student data to inform instruction and adjust delivery to better meet student needs.

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Standard 7 - Professional Learning Culture

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Standard 7 - Professional Learning Culture

T. Collective Responsibility

- Instructional staff teams and individuals take active roles in creating and leading professional learning.
- Instructional staff holds one another accountable for implementing what is learned from professional learning.
- Instructional staff holds one another accountable for the improved student performance that should result from the implementation of professional learning.

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Standard 8 - Professional Learning System

U. Purposeful Planning

- Student and instructional staff outcome, demographic, process and perception data are used to identify and align professional learning priorities.
- Professional learning outcomes are developed specifically to address school improvement strategy areas.
- Professional learning is designed to be continuous, job-embedded, and aligned with adult learning theory.
- Professional learning is differentiated to meet the individual needs of instructional staff.
- Professional learning is designed to include a process to monitor and evaluate implementation and impact.

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Standard 8 - Professional Learning System

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Standard 8 - Professional Learning System

- V. Impact of Professional Learning
- Instructional staff understands and can articulate the professional learning outcomes and expectations.
 - Instructional staff implements skills learned in professional learning, as intended.
 - Instructional staff receives feedback and support to fully implement new learning.
 - School leaders monitor the extent to which professional learning impacts adult instructional practices.
 - School leaders monitor the impact of changed adult instructional practices on student achievement.
 - Sufficient resources exist to ensure fidelity of implementation of the professional learning.

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Strand IV

School, Family and Community Relations



Standard 9 Communication



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Standard 9 Communication



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Standard 9 - Communication

W. Approaches and Tools

- The school provides information related to curriculum, instruction and assessment through printed materials, on-line resources, parent/family conferences at varying times and informational sessions at varying times and in varying modes.
- Ongoing, two-way verbal, written, digital and personal communications are used to improve services and programs.
- School leadership monitors and evaluates the effectiveness of its communication strategies.

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Standard 9 - Communication

- X. Cultural Responsiveness
- The school arranges flexible meetings and formats to address family and community needs.
 - School communications and activities are responsive to families' varied ability levels, schedules, diversity in language, socio-economic status, cultural traditions, non-traditional configurations and belief systems.

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Standard 10 Engagement



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Standard 10 Engagement



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Standard 10 - Engagement

Y. Learning Opportunities

- Programs are provided for families that are age appropriate to their students' social, academic, and developmental needs (e.g., enhancing literary experiences, giving appropriate assistance and encouragement, monitoring homework).
- Families, students and community members actively participate as integral members of the school improvement process.
- Families and community members participate actively on committees to provide input on decisions that support student success.

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Strand IV
School, Family and Community Relations



Standard 10 Engagement



Office of Education Improvement & Innovation

Standard 10 - Engagement

Z. Partnerships

- There is a volunteer system in place for parents and community members to share their areas of expertise and interest, at varying times, to enhance student success.
- Families and community members are involved in the development of the district and school-level parent involvement plans.
- The school partners with community agencies to coordinate social services for schools and families and/or to provide programs based on identified needs.
- The school extends opportunities for student and family learning by partnering with agencies, business and/or organizations (e.g., local libraries, community colleges, businesses, museums, parks, camps, virtual/online partners, and other venues).

SIF 2.0

March 2014

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